

DOCUMENT RESUME

ED 206 563

SP 017 096

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TITLE The Northern Kentucky University Program for Assessing the Basic Academic Skills and Personality Characteristics of Teacher Education Candidates.
PUB DATE [80]
NOTE 43p.
EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Admission Criteria; *Education Majors; Higher Education; Interest Inventories; *Minimum Competency Testing; Psychological Testing; Reading Tests; *Schools of Education; *Screening Tests; Speech Tests; Student Characteristics; Writing Skills
IDENTIFIERS *Northern Kentucky University

ABSTRACT

Northern Kentucky University has implemented a proficiency testing program to screen candidates for admission to the teacher education program. When students are at the sophomore level, four tests are administered: (1) reading proficiency, measured by the Iowa Silent Reading Test; (2) writing proficiency; (3) speech and listening proficiency; and (4) psychological testing of personality characteristics and academic-vocational interests, using the 16 PF, Gordon Personal Profile, Gordon Personal Inventory, and the Strong-Campbell Interest Inventory. Unsatisfactory ratings in the reading, writing, or speech categories require that the student demonstrate interest in remedial work to achieve at least a minimum competency level. If students have unsatisfactory ratings in the psychological tests, they can retest on the same or different tests, and career counseling is advised. The successful implementation of admissions testing requires university-wide commitment, the provision of adequate staff and remedial services, and the establishment of due process for the protection of students and the university. A significant decline in enrollment in the teacher education program is expected. (FG)

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ED206565

The Northern Kentucky University Program For
Assessing The Basic Academic Skills and Personality
Characteristics Of Teacher Education Candidates

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ABSTRACT

Northern Kentucky University has adopted a very selective approach for its teacher education program. For regular admission to teacher education, students must participate in a comprehensive testing program. The areas evaluated include reading skills, writing skills, speech, and personality characteristics. This paper explores the development of the testing program and the types of evaluative instruments utilized. In addition the minimum scores or levels of competencies established for each instrument are discussed along with methods of remediation for students who do not meet requirements. Finally, problem areas and suggestions for other institutions are outlined.

ASSESSMENT OF BASIC SKILLS FOR ADMISSION TO TEACHER EDUCATION

Introduction

The assessment of teachers prior to their initial certification for teaching has become a popular theme throughout the nation. Quality control, accountability, and professionalism are among the many "in words" expressing the need to improve the teachers of our children. Comparisons have been made with other professional or semi-professional groups requiring formal assessments before licensure; i.e. lawyers, physicians, hair dressers, etc. Various state agencies have mandated the assessment of teachers prior to initial certification; new certification regulations have also mandated that procedures be implemented in institutions of higher education to screen or select the students who are admitted to teacher education. Unfortunately, many of these "mandated standards" have not become operational to the point of developing and enforcing minimum standards for teacher education candidates.

In 1976, the Teacher Education Committee at Northern Kentucky University adopted new admissions guidelines that required students who entered the program in 1977, and thereafter, to demonstrate satisfactory levels of performance in the reading, writing, speech, and psychological areas (See Appendix A). The Committee did not specify the scores necessary for satisfactory performance; this task was to be accomplished by a subcommittee--the recommendations of which were to be approved by the total Committee.

Even though students were not required to demonstrate these proficiencies until the second semester of the junior year (Regular Admission), a decision

was made to administer the tests at the sophomore level, when all students (elementary and secondary) were enrolled in Sophomore Practicum, the first course in education. This procedure would give students who failed to meet the minimum standards on a particular test adequate time to do remedial work and to retest prior to Regular Admission.

The first group to be tested was during the 1978-79 school year; however, guidelines and cutoff scores had not been developed. The Teacher Education Committee decided to use this year to pilot the program, to determine procedures to be followed, and to establish the minimum levels of performance necessary for satisfactory completion. The guidelines, including performance levels, were subsequently approved in April, 1979 (See Appendix B). All students who took the tests in 1978-79 were rated "satisfactory" even though their scores may have been lower than the established cutoff scores. This situation changed with testing in the fall, 1979 and subsequent semesters. The information presented in this paper will describe:

- a. the composition of each test, administration, and evaluation procedures, problems encountered, and remedial and retesting procedures;
- b. analysis of data collected from the testing program;
- c. implications of a testing program for teacher education.

The Reading Proficiency Examination

Since 1978, the Office of Testing and Psychological Services of Northern Kentucky University has administered the Iowa Silent Reading Test (ISRT) to candidates for admission to the teacher education program. The ISRT is an objective test consisting of two sections: Test 1 - Vocabulary and Test 2 - Reading Comprehension. Test 1 - Vocabulary consists of fifty multiple choice questions and has a time limit of fifteen minutes. Examinees are asked to

choose one of four words which is closest in meaning to the test word;
an example follows:

1. locate
 - (a) search
 - (b) watch
 - (c) find
 - (d) capture

Test 2 - Reading Comprehension involves the reading of six passages and the answering of about eight multiple choice questions related to each passage. This section has a time limit of thirty-seven minutes and consists of fifty questions.

The examinees' raw scores or the number answered correctly on each section are converted into standard scores by using the ISRT Manual. Then these standard scores are converted into percentiles and stanine scores. Three percentile and stanine scores are derived from the testing. They are: 1) Vocabulary Skills; 2) Reading Comprehension; 3) Reading Power. Reading Power is obtained by adding the raw scores obtained on both Test 1 and Test 2. This combined score is also converted into a standard score and then into a percentile/stanine.

The Teacher Education Committee at Northern Kentucky University determined that the acceptable overall reading score should be a Reading Power score at or above the 40th percentile level, minimum college level skills. Those students who do not perform at or above the 40th percentile level are referred to our Special Services Program for assistance or remediation of reading difficulties. After the student undergoes the necessary remedial work, a different form of the ISRT is administered, Form F. This test or a similar test (if multiple testings with the ISRT have occurred) must be passed before the student meets teacher education requirements.

The Writing Proficiency Examination

To assess candidates' proficiency in written English composition, the Department of Education administers a writing test. This examination consists of a two hour sample of student writing completed in response to a topic related to education. Students may use dictionaries as they answer one of three possible topics. Students receiving an A or a B in both Freshman English I (ENG 101) and Freshman English II (ENG 102) are exempt from the examination. From the most recent administration of the test (Fall, 1980), the topics offered examinees were the following:

Topic #1--The past several years have seen calls for a "return to basics"

in American education. A school board is considering whether to adopt a curriculum change calling for such a return. Take a position for or against this proposed change. Be certain to specify what you consider "basics" and why your basics are crucial to a child's education in 1980.

Topic #2--One of a teacher's tasks is to evaluate students' performance

periodically. There are essentially two ways of reporting such performance: 1) a grading system (letters, numbers, pass/fail) that makes use of a report card or transcript; 2) an "anecdotal" system in which a teacher writes a brief report on each student's progress over the course of the term. Specify the benefits that one system has over the other. Suggest drawbacks too. Try to convince a faculty grading committee to adopt one of the two systems.

Topic #3--It's only twenty years to the next millennium (the years 2000-2999)

and a faculty curriculum committee is considering new courses for the 1980's and 1990's. Persuade the committee to approve your

course proposal. Title your course, describe its contents briefly, and specify why it is a good bet to meet the needs of today's and tomorrow's pupils. These benefits can be of an academic, vocational, and/or any other nature you choose. Suggest who might profit from the course and note any assignments or activities that might be necessary for its instruction.

In addition to the topics, students receive the following advice and guidelines:

"Keep in mind that competent writers exhibit a number of desirable composing behaviors. They

- a. discover an idea(s) which focuses their thinking/writing;
- b. gather supporting details that make their idea(s) credible and thought-provoking;
- c. arrange details in a way that engages and holds the reader's train of thought;
- d. meet reader needs with respect to such conventions as usage, punctuation, and spelling;
- e. suit the tone of their writing "voices" to their audiences;
- f. experiment with language in order to find fresh, yet appropriate wording and phraseology.

Attempt to exhibit these behaviors as you write on one of the above three topics. Develop an essay of approximately twenty-five to thirty sentences in response to the topic you choose."

Provision of these guidelines is an attempt to help students focus on criteria by which raters who are faculty in Northern Kentucky University's Literature and Language Department will rate essays as "satisfactory" or "unsatisfactory" on the categories of "content/structure," grammar/mechanics,"

and "style." The criteria are thus suggested in the desirable composing behaviors noted above.

Each essay is read by two raters who provide an overall rating of "satisfactory" or "unsatisfactory" in addition to the categorical ratings. All students' names are removed from the writing samples and replaced by a code number before the samples are sent to the Literature and Language Department. This reduces the possibility of rater bias in evaluation of the samples. The general standards they use while rating are what would be considered satisfactory work at the end of the second semester of Freshman English. More specifically, raters will note dissatisfaction with content/structure if they 1) find it hard to tell the writer's major point, 2) view supporting details as too general, overly repetitious, and/or patently inaccurate, and/or 3) discover no evident organizational plan in the writing.

Raters will note dissatisfaction with grammar/mechanics if they 1) find the essay choppy or difficult to comprehend because of fragments, run-ons, tense errors, agreement mistakes, modification errors, and/or other sentence structure errors, 2) discover that omitted or inaccurate punctuation interferes with their comprehension, and/or 3) feel that inaccurate spelling interferes with their comprehension.

Raters will note dissatisfaction with style if they 1) find the writer employing lofty sentiments and sweeping generalizations in a strained attempt to impress the audience, 2) feel that the paper's effectiveness is seriously diminished by writer's use of tired old phrases and hackneyed expressions, and/or 3) discover that the writer's careless or inexact diction interferes with comprehension.

To provide a standard basis for rating a paper as overall satisfactory or unsatisfactory, raters are instructed to mark an essay "unsatisfactory"

1) if they have found fault with more than two of the nine rating criteria (main point, supporting detail, organization, usage, punctuation, spelling, audience, phrasing, diction), or 2) if they have found fault with more than one of the rating criteria within a particular category (e.g. faulty usage and poor spelling under the grammar/mechanics category). If the two raters disagree on the overall rating of the test, a third rater provides a tie-breaking assessment.

Standards for passing are admittedly rigorous, but they do underline faculty's concern that future teachers be able to demonstrate writing competency on a gamut of aspects of the sort of public writing that administrators, parents, students, and the community at large will see from them. In addition, these standards highlight for examinees that their demonstration of writing competence is taken seriously by the Education and Literature/Language faculties.

Crucial to the success of this sort of testing program is the fact that students failing an administration of the test are offered ample remedial and test-retake opportunities. Students failing the examination are counseled that they may avail themselves of remediation opportunities offered by the Northern Kentucky University Writing Center. The remediation procedures are as follows:

- 1) A student enrolls in the Writing Center for a program of approximately ten weekly, one-hour sessions of guided writing remediation. This instruction is provided free-of-charge by the Writing Center Staff;
- 2) Under Writing Center supervision the student works on areas of remediation as specified on the official Teacher Education Writing Proficiency Report (see Appendix C).

3) The student retakes the Teacher Education Writing Proficiency Examination.

Under all circumstances, the student is made aware that the Writing Center Staff will provide remedial assistance as necessary to students availing themselves of it. However, the Writing Center can not be held responsible for students' performance on subsequent administrations of the Teacher Education Writing Proficiency Examination. As with the other components of the Teacher Education Admissions Testing Program, the Writing Proficiency Examination is administered once each semester and for individuals at other times if those individuals have made requests for make-up examinations at particular times due to special circumstances (e.g., loss of certification if the exam is not taken and passed before a certain date). Such requests are brought before the Teacher Education Committee in all cases.

To this point, problems encountered in the writing testing program have been of two sorts:

- 1) Developing a pool of Literature and Language faculty who are willing to take on an arduous task of reading a large number of examinations each semester--in addition to their already heavy paper evaluation loads. To date, such faculty have been extremely accommodating. However, to ask the same faculty to engage in this effort every semester, even with the standard University per hour remuneration, is a request that bears scrutiny.
- 2) Increasing the validity of test rating procedures is another major concern. Inasmuch as the English teaching profession itself is (as it should be) engaged in frequent debate over just what represents writing competency, it should come as no surprise that Literature and Language faculty raters see need for frequent review and revision

of rating criteria. As of this date (October 31, 1980), the rating faculty's concerns are two--that content/structure is undervalued vis à vis grammar/mechanics and that the style category is nebulous. One possible solution is to move to a rating system in which weighted point totals would be assigned to the categories of ideas, organization, wording, audience/voice, punctuation, spelling, grammar, and manuscript conventions. Under a prototype of this system (Educational Testing Service Composition Rating Scales), ideas and organization get double the weight accorded each of the other criteria. High, medium, and low standards are specified for each criterion, raters engage in a practice rating session, and then complete their ratings of test papers. A cut-off point total (the ETS Scales use a 10-50 point system) is designated for passing or failing the examination and the raters total points on each of the rating criteria to see whether a particular student passes the test.

One final possibility for the future is that ETS, itself, may begin to market a writing sample which will provide a nationally rated admissions base. We are in correspondence with ETS on this possibility and await future developments there. We will almost certainly have a change in rating standards and procedures before such a commercially produced test is available. Our goals in so doing will continue to be 1) assuring that students entering the teacher education program are competent communicators of written English and 2) reinforcing the University's commitment to the importance of writing ability in its pre-professional programs.

The Speech Proficiency Examination

The speech segment of the proficiency exams was developed in 1978 in cooperation with the speech faculty. The coordinator of professional

laboratory experiences and a member of the speech faculty devised the exam primarily from a needs basis. They recognized that the teacher needs to be a good model of communication in pronunciation and articulation, to speak loudly enough to be heard at the back of the classroom, to organize lectures so that students can take notes easily, and to listen to what students ask in order to facilitate their learning. Therefore, the oral communication competency test includes three separate components.

First is a listening test. A two minute excerpt from a speech in a recent issue of Winning Orations is played to a group of about twenty-five students. Then the group is given a true-false test over the factual material it has just listened to (See Appendix D). After the entire group has finished the listening test, they begin the speaking component. This is a 2-3 minute talk in which the student relates a personal experience from the past that taught him a lesson (See Appendix E). The critics evaluate delivery elements (such as projection, vocal variety, use of pauses, body movement, eye contact, and overall enthusiasm level), organization of thoughts, use of supporting material, and grammar (See Appendix F). When students finish speaking, they leave to take the third section of the test, the articulation and pronunciation component (See Appendices G and H). Here the student reads aloud a selection containing all vowel and consonant sounds. Since about 50 students require testing each semester, we administer the test to two groups of 25 students each. The whole procedure for 50 students takes about three hours.

All speech tests are administered and evaluated by speech faculty in the communications department. An overall evaluation is made: satisfactory or unsatisfactory. If the student is given an unsatisfactory,

he/she will be told the conditions that must be met before a satisfactory will be given. When deficiencies are found, students are referred to one or more of the following: a speech laboratory (for minor articulation, projection, and pronunciation problems), a speech clinic (for major articulation problems), a basic grammar course, a voice and articulation course, or a basic speech course.

Education students who have taken Speech 101, "Principles of Communication," at Northern Kentucky University are not required to take the speech proficiency test, provided a satisfactory rating has been made by the speech faculty and a report is presented to the education department prior to the sophomore practicum course. The speech faculty will report only on those students whom they know to be pursuing admission to teacher education. Thus, it is the student's responsibility to inform his/her speech instructor if he/she is pursuing admission to teacher education.

We have encountered a few problems. The demands of testing may affect students in oral assignments more adversely than in other kinds of exams. To deal with this, when a deficiency is noted that the examiner feels is due to a result of the pressure of the moment, that student is retested by the speech laboratory. A second problem we experienced was in motivating the student to attend the speech laboratory to correct deficiencies. We remedied that by rewording the results from, "We recommend that you visit the speech laboratory," to "Pass on the condition that you visit the speech laboratory." One other difficulty was developing a speech laboratory where minor speech deficiencies would be corrected. When we first began the program, we had no coordinated means by which to work with the student who needed

help to overcome minor problems in such areas as articulation, pronunciation, projection, etc. Now we have a part-time position which is filled by a speech therapist who has regular office hours to diagnose and work with the student with minor speech deficiencies.

Questions of test reliability continue to concern us. Several procedures will be used to increase reliability: the listening tests will be pretested for reliability; evaluation tools will be made increasingly precise; expert critics will be used to evaluate both the speaking and articulation components; and two critics will be used in evaluating the speaking component.

Soon the tests will be a service to more than the education department. In the fall of 1981, all students in the university will be required to pass either a speech competency exam or a basic speech course prior to graduation.

The Psychological Test Battery

The Office of Testing and Psychological Services administers a test battery consisting of the 16 PF, Gordon Personal Profile, Gordon Personal Inventory, and the Strong-Campbell Interest Inventory to candidates for admission to the teacher education program. This test battery measures or evaluates essentially two areas: personality characteristics; academic-vocational interests.

The 16 PF is a well-known and well-researched, objective personality test which is designed to measure a number of major personality characteristics. Two forms are used during the regular testing session; they are Form A and Form B. Both forms of the 16 PF consist of 187 multiple choice questions. The 16 PF is computer scored by The

Institute for Personality and Ability Testing in Champaign, Illinois.

An example of a typical question on the 16 PF would be:

101. I am not really successful in
dealing with people
- a. true
 - b. uncertain
 - c. false

An example of the one-page computer printout is presented on the next page. Observing this page, one can see that sixteen major personality factors are initially explored. Each is presented as a continuum utilizing a standard ten or sten scale. The mean for each continuum is 5.5 with a standard deviation of ± 2 . The "arrowheads" for each continuum are placed under the score obtained. The dotted lines running to the "arrowheads" show movement from the mean either in a left or right direction. Scores of 1, 2, or 3 would reflect strong tendencies toward the personality characteristics on the left and scores of 8, 9, or 10 would reflect strong tendencies toward those characteristics on the right. Also included on the one-page report produced by IPAT are a number of second-order factors ranging from extraversion to creativity. Students who present a personality profile which reflects some personality difficulties are asked to either retest on the 16 PF or on the MMPI in order to verify results.

The single-page report included in this paper shows a 20 year old male who was asked to retest. Personality factor "Q₄" reflects a high degree of anxiety associated with an inability to adequately bind the anxiety (Q₃). These factors coupled with Factor "O," apprehensiveness, would suggest neurotic tendencies. This student was asked to retest on the MMPI. If his personality profile as determined by the MMPI still reflects personality difficulties, then

16 PF
Personality Profile

<u>Factor</u>	<u>Low Meaning</u>	<u>Sten Scale</u>	<u>High Meaning</u>
		1 2 3 4 5 6 7 8 9 10	
A	COOL, RESERVED	→	WARM, EASYGOING
B	CONCRETE THINKING	←--	ABSTRACT THINKING
C	EASILY UPSET	←-	CALM, STABLE
E	NOT ASSERTIVE	←--	DOMINANT
F	SOBER, SERIOUS	←-	HAPPY-GO-LUCKY
G	EXPEDIENT	←--	CONSCIENTIOUS
H	SHY, TIMID	←---	VENTURESOME
I	TOUGH-MINDED	→	TENDER-MINDED
L	TRUSTING	→	SUSPICIOUS
M	PRACTICAL	←---	IMAGINATIVE
N	FORTHRIGHT	---→	SHREWD
O	SELF-ASSURED	-----→	APPREHENSIVE
Q ¹	CONSERVATIVE	←	EXPERIMENTING
Q ²	GROUP-ORIENTED	→	SELF-SUFFICIENT
Q ³	UNDISCIPLINED	←---	SELF-DISCIPLINED
Q ⁴	RELAXED	-----→	TENSE, DRIVEN

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he will be rejected for further teacher preparation. If he wishes to continue his efforts to become a teacher, then he will be asked to either seek counseling via the office of Testing and Psychological Services or from a professional in the community.

The Gordon Personal Profile and the Gordon Personal Inventory are short personality tests which supplement the 16 PF testing. The 16 PF is the primary personality test, but the Gordon tests are used to further substantiate problem areas. These tests require examinees to study sets of four descriptive statements; then the examinee is asked to choose the one statement in the set that is most characteristic of him or her. Next, the statement that is least appropriate to the examinee is chosen. An example follows:

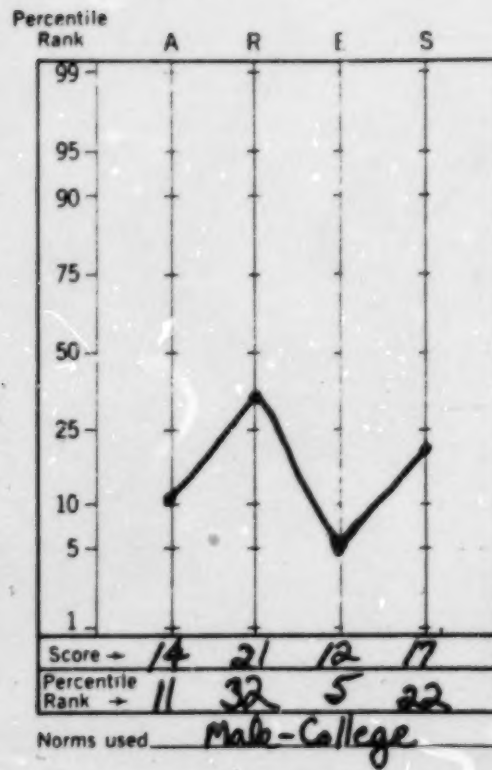
Set #1

	Most	Least
prefers to get up in the morning	☐	☒
doesn't care for popular music	☐	☐
has an excellent command of English	☐	☐
obtains a poorly balanced diet	☒	☐

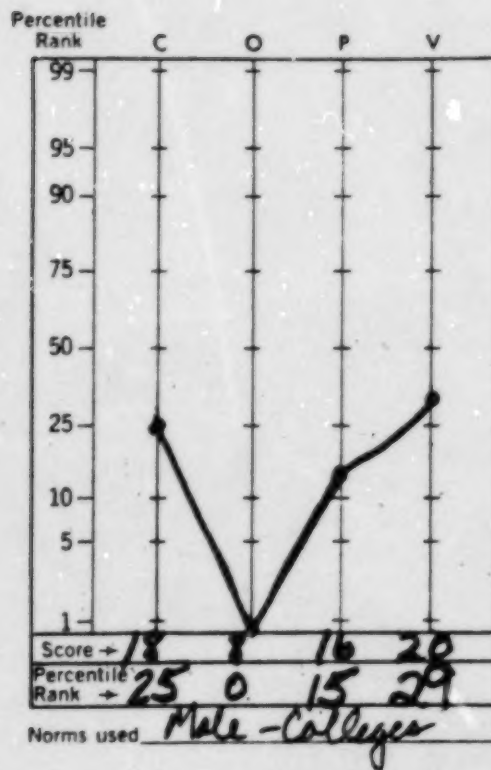
After handscoring, raw scores pertaining to four personality areas on each test are converted into percentile scores. These percentile scores are then graphed. The cover sheets with graphs from the Gordon Personal Profile and Inventory are presented on the next two pages. The personality traits are coded as follows:

- A = Ascendancy
- R = Responsibility
- E = Emotional Stability
- S = Sociability
- C = Cautiousness
- O = Original Thinking
- P = Personal Relations
- V = Vigor

Generally, high percentile scores are associated with positive personality traits. Percentile scores lower than the 25th would be

GORDON PERSONAL PROFILE

GORDON PERSONAL INVENTORY



indicative of negative personality traits subsumed under the eight aforementioned personality categories. For example, the cover sheets presented for the Gordons display the percentile scores for a 20 year old male. All of his percentile scores are rather low, but in particular, "A, E, S, O, and P" are low. The other personality factors were calculated to be within low average limits. The examinee's significantly low personality scores would suggest that:

- A - he tends to be passive and lacking in self-confidence.
- E - he seems to be experiencing excessive anxiety and poor emotional balance.
- S - the testee has restricted social contacts and may be avoiding social relationships
- O - he seems to dislike working on difficult problems and may have little interest in acquiring knowledge.
- P - the testee seems to distrust others and seems to be easily annoyed or irritated by others.

Students must score at or above the 25th percentile in all areas for full admittance to the teacher education program.

The last test administered and to be discussed is the Strong-Campbell Interest Inventory. This widely used, computer-scored vocational and academic interest test primarily involves the process of deciding whether one likes, dislikes, or feels indifferent about a variety of choices. These choices include vocational areas, academic subject areas, hobbies, and personality types. In addition, examinees are asked to evaluate their personality characteristics as they perceive them. The Strong-Campbell consists of seven sections and 325 questions and is scored by National Computer Systems. The following two pages contain portions of a typical interpretive report. Those items that are circled on these pages are typical items which are are perused to determine if the examinees actually demonstrates similar interests with those working and functioning adequately in the field of education.

Strong-Campbell Interest Inventory

Basic Interest Scales

Scale	Very Low	Low	Average	High	Very High
Agriculture				*	
Science		*			
Writing			*		
Teaching			*		
Sales			*		
Mathematics		*			

Occupational Scales On The SCII

Interest

Code	Scale	Very Dissimilar	Dissimilar	Average	Similar	Very Similar
SEC	Social Science Teacher			*		
SEC	Guidance Counselor			*		
RS	Physical Educ. Teacher			*		
CES	Business Ed. Teacher			*		
ES	Life Insurance Agent		*			
ECR	Realtor			*		

The photocopies of the Strong-Campbell Interpretive Report represent the interests of a 20 year old male. As one can readily see under the "Basic Interest Scales" category, this young man shows (location of the star) an average degree of interest in teaching. One with a strong interest would have a "star" falling in either the "high" or "very high" columns. Also the second photocopy reflects a comparison of this examinee's interests with those of teachers and others who are working in specific job areas. Those "stars" which fall under the columns labeled "similar" and "very similar" are of particular interest. Perusing this material, it is possible to see that once again this male examinee shows only average interests in the teaching areas.

A performance such as this would require either that the student retest on the Strong-Campbell or a similar testing device. If the student's retest data are still unfavorable, then the student is referred to the Career Services Center at Northern for some career counseling and planning.

Those who wish to initiate personality testing of prospective teacher candidates should strongly consider using objective personality tests as opposed to projective tests. Not only are they more valuable when dealing with argumentative students, but they are better protection for the test administrator if he or she is legally challenged.

The 16 PF, even when interpretive manuals are used, sometimes is difficult to interpret and occasionally offers vague personality information. In addition, the personality factors on the Gordon Personal Profile and Personal Inventory have not correlated well

with related factors on the 16 PF. This finding is based upon a correlational study involving our first 300 examinees. Therefore, the Teacher Education Committee will probably change the test battery next year to determine if a new combination of tests might be more useful. The suggested change will involve the administering of just the M.M.P.I. and Strong-Campbell Interest Inventory. The M.M.P.I. answer sheets will be scored by National Computer Systems and a one-page interpretive report will be obtained on each examinee.

Finally, the individual responsible for personality testing should have a back-up supply of alternate test materials for those students who have difficulties with the preferred tests. We have had isolated cases of students who have had great difficulties with all of the tests previously mentioned. Reading comprehension and vocabulary deficiencies have generally been the problem. For such students, test materials that the student can understand must be available.

Analysis of Data

Many questions have been raised regarding the relationship of test results to: 1) students' grades; 2) students' field experience evaluations; 3) enrollment trends in teacher education. Even though the data is limited, an analysis was made of these relationships.

One might expect a high correlation between at least the reading, writing, and speech tests and the students' overall grade point average. However, both the reading and writing tests correlated positively with the students' grade point average only moderately -- .48 on each test; the speech/grade point average correlation was only .31. This raises several questions; e.g.

- are these relationships typical year after year, or does the correlation become more positive as the student approaches student teaching?
- are the tests more or less reliable predictors of success in teacher education?
- has grade inflation become so acute that its use as an early predictor of success in teacher education is minimal?

As an experienced supervisor of field experiences might expect, there is very little relationship between the test results and the field experience evaluation made by supervising teachers of the pre-student teaching practicum. This lack of correlation might reflect the large number of students who withdraw from the program prior to the conclusion of the sophomore practicum semester when evaluations are received. The remaining students tend to receive rather high evaluations by their supervising teachers.

A two year testing program will certainly not reveal the true impact upon enrollment in teacher education. However, the following trends have been noted at Northern Kentucky University: 1) enrollment decrease in sophomore practicum - 25%; 2) enrollment decrease in student teaching - 17%. An examination of the table shown in Appendix I will reveal some of the immediate and potential long-range effects on teacher education enrollment. Specifically, note that only 34% of the students passed all four tests on the first administration.

Implications for Teacher Education

As you contemplate the feasibility of implementing a testing program for admission to teacher education, there are some very practical considerations that must be studied. Some of the major considerations that we have faced at Northern Kentucky University include:

- 1) There must be a university-wide commitment to the use of teacher education admission standards. This includes the area of test

development, administration, and evaluation -- as well as the proper interpretation of the results to students by the academic advisors.

- 2) A significant decline in teacher education enrollment, especially in the initial stages of the testing program, must be expected. This fact is coupled with the necessity for professional educators to do a more effective job recruiting prospective teacher education students.
- 3) Due process procedures must be established to protect not only the students, but the university as well.
- 4) Adequate staff resources must be provided to monitor the progress of the student in the program.
- 5) Remedial services should be provided to assist the student reach the minimum level of competency.

Summary

As in any new endeavor, problems and questions will arise. This does not mean that the endeavor is unworthy; it does point out the necessity of having current research to answer these problems as they arise. It further means that the program must be flexible in order that immediate changes can be made -- changes that will affect the character of our teacher education graduates in the 1980's.

APPENDIX A

ADMISSION TO THE TEACHER EDUCATION PROGRAM

Admission to the teacher education program at Northern is required for all teacher education candidates. Admission is a two-step process. The first is provisional and the second is regular.

Step I. - Provisional Admission

Candidates are provisionally admitted when they have:

1. Completed 42 semester hours of general studies courses and attained a grade point average (GPA) of 2.20 on a 4.00 scale.
2. Completed EDU 200 Introduction to Education and EDU 290 Sophomore Practicum. These courses must be taken concurrently and students must attain at least a grade of C in each. No other professional courses may be taken until these two courses have been successfully completed.
3. Upon completion of numbers 1 and 2 above, candidates apply for admission to the program by obtaining an application form from the Office of Admissions and Testing in the Education Department. After providing information requested on this form, candidates return the application to the Office of Admissions and Testing.
4. Applications are sent to the Chairperson of the Education Program for signature and recommendation to the Teacher Education Committee. This committee is the final approval agency and may approve, approve with reservations, or disapprove applications.

Step II. - Regular Admission

Candidates are regularly admitted when they have:

1. Completed 80 semester hours and attained a GPA of 2.50 on a 4.00 scale.
2. Completed 21 semester hours in their major and attained a GPA of 2.60 on a 4.00 scale.
3. Achieved a satisfactory minimum score on an oral examination administered by the Speech faculty.
4. Achieved a satisfactory minimum score on a standardized reading test.

5. Achieved a satisfactory minimum score on a writing proficiency examination administered and graded by the faculty of the Literature and Language Department.
6. Achieved a satisfactory assessment on a battery of tests administered and evaluated by the Educational Testing and Psychological Services Office of the University.
7. Demonstrated to a satisfactory degree appropriate professional characteristics related to behavior, demeanor, and attitude.

Candidates who qualify for regular admission may obtain appropriate application forms from the Office of Admissions and Testing. They then follow the procedure described for Step I, Provisional Admission, numbers 3 and 4. (Upon initiating a Recommendation for Certification form at the conclusion of their final semester, students must have maintained the standards required for regular admission.)

Step III. - Admission to Student Teaching

Candidates are admitted to student teaching when they have:

1. Been classified as a senior (91 semester hours).
2. Completed at least 2 semesters of work at Northern Kentucky University.
3. Completed all required professional courses with a GPA of 2.50 on a 4.00 scale.
4. Maintained all requirements for regular admission.
5. Completed at least 75% of the course work necessary for the teaching major or area of concentration.
If student teaching is to be done in the minor field, all required courses in the minor must be completed.

Application for student teaching must be made at the beginning of the semester preceding the student teaching semester. At this time, students need to schedule an interview with the Coordinator of Professional Laboratory Experiences.

APPENDIX B

PROFICIENCY TESTING FOR ADMISSION TO TEACHER EDUCATION

Introduction

Students pursuing a teacher education program are expected to demonstrate minimal skills in selected areas deemed essential for successful teaching. These areas include reading, writing, speech, and socio-emotional fitness. For Regular Admission to teacher education it is necessary that the student has attained satisfactory assessment on the tests in these four areas (See standards for Regular Admission to Teacher Education for other criteria).

Test Administration

Students who declare a major in education are required to take EDU 200--Introduction to Education and EDU 290--Sophomore Practicum before any other education courses are taken. These courses are to be taken at the sophomore level. Proficiency tests in speech, reading, and writing, and a psychological profile will be administered as an integral part of the Sophomore Practicum course. Students who do not achieve a satisfactory assessment on one or more of these tests will have an opportunity for remedial work and/or counseling and must retake the tests to meet the criteria for Regular Admission.

Obtaining Test Results

The results of the speech, writing, reading, and psychological tests will be presented to the student's sophomore practicum supervisor who will interpret the scores for the student. The practicum supervisor will counsel students who need remedial work in any of these areas. The psychological tests will be available for student perusal through the Psychological Services Office. Students whose test scores might inhibit Regular Admission will be notified within 90 days of the date of administration. Students who are not otherwise notified have attained a satisfactory rating on these tests.

Evaluation Procedures

All tests will be evaluated on a satisfactory or unsatisfactory basis. A satisfactory on any test means that the student has met the minimum competencies; no further remedial work or retesting will be required. An unsatisfactory means that the student has failed to achieve at the minimum level and must demonstrate interest in remediating the problem by any one or more of the avenues suggested or through an individually developed plan. Students who receive an unsatisfactory and who must do remedial work will be required to retake the respective proficiency test.

Equivalent Tests From Other Institutions

Students who have taken proficiency tests in another teacher education institution may have the tests waived provided the same or equivalent tests are given and the student has achieved the minimum score required for admission to teacher education. It will be the student's responsibility to have the test scores transferred from that institution to Northern Kentucky University.

Test Score Privacy

Scores on the writing, reading, speech, and psychological tests will be made available to the student's practicum supervisor, advisor and the Teacher Education Committee. The scores on the tests will be made available to the Reading and Writing Laboratory, Psychological Services Office, and the Communications Department in order that available remedial services may be provided upon student request.

Description of Tests/Scoring

Writing. The writing test will include a written essay by the student. The student may bring a dictionary and any other reference materials to the test room. The essay will be graded on three criteria: (1) content and structure; (2) grammar and mechanics; (3) style. Students will be given a satisfactory or unsatisfactory for each of these criteria. An overall evaluation will be made: satisfactory or unsatisfactory. If the student is given an unsatisfactory, he/she will be told the conditions that must be met before a satisfactory will be given. All writing exams are graded by at least two faculty members in the Literature and Language Department without knowledge of the author's name so as to avoid bias in grading.

Students who have made a grade of "B" or above on ENG 101 and ENG 102 will be exempted from the writing sample.

Reading. The reading test will be the Iowa Silent Reading Test. The Iowa test measures vocabulary and reading comprehension. A composite of these two measures will be used to determine the minimum score for admission to teacher education. The test is nationally normed on high school juniors and seniors who plan to enter a four-year college/university. The minimum for acceptance into teacher education at Northern Kentucky University is the 40th percentile. Upon direct appeal from the student, the Teacher Education Committee will have authority to approve students who may fall slightly below the 40th percentile, provided the student made a satisfactory score on the writing sample and has a grade point average of 2.5 or above.

Students who have taken the Iowa reading test for admission to the University will not be required to retake the test provided a satisfactory score has been made.

The students will have an opportunity to retake a reading test after remedial work has been completed. This test may be another form of the Iowa test or an equivalent test.

Speech. The speech proficiency test consists of three parts: speaking, listening, and articulation and pronunciation. The speaking part will include a 2-3 minute talk in which the student will relate to a personal experience from the past that taught her/him a lesson. The student will be given the specific instructions for the speaking part at least two days before the scheduled test. The listening part will consist of a 2-3 minute audio tape recording which the student will hear, after which the student will be asked factual questions over the content of the tape. The articulation and pronunciation part will consist of a series of paragraphs the student will read aloud to a speech instructor, who will check for proficiency in articulation and pronunciation.

The student will be given a satisfactory or unsatisfactory on each of the following areas:

- Speaking
 - Projection
 - Delivery
 - Organization
 - Grammatical Construction
- Listening
- Articulation and Pronunciation

An overall evaluation will be made: satisfactory or unsatisfactory. If the student is given an unsatisfactory, he/she will be told the conditions that must be met before a satisfactory will be given. The student will be requested to retake the speech test after the conditions have been met. All speech tests are administered and evaluated by speech faculty in the Communications Department. Education students who have taken Speech 101 at Northern Kentucky University will not be required to take the speech proficiency test, provided a satisfactory rating has been made by the speech faculty and a report is presented to the Education Department prior to the Sophomore Practicum course. The speech faculty will only be reporting on those students whom they know to be pursuing admission to teacher education. Therefore, it is the student's responsibility to inform his/her speech instructor if he/she is pursuing admission to teacher education.

Psychological. The psychological profile will consist of the following tests: 16 PF, Gordon Personal Profile and Gordon Personal Inventory, and the Strong-Campbell Interest Inventory. All psychological tests are the paper-pencil style. The tests require a maximum of two hours to take.

The 16 PF is an objective, standardized personality test. The test measures 16 personality factors on a continuum of 1-10 (sten). Only statistically significant (plus or minus one standard deviation) positive or negative characteristics are interpreted. The 16 PF is a computer-scored test.

The Gordon Personal Profile and Gordon Personal Inventory measures personality factors on a standardized percentile basis. Only statistically significant (below 25%ile or above 75%ile) positive or negative characteristics are interpreted. The Gordon test is hand scored.

The Strong-Campbell Interest Inventory is a standardized, computer-scored, vocational/academic interest inventory. This inventory looks at the interests of the student and compares these interests with interests of others, working and studying in a variety of areas including education.

All psychological tests are designed to check for validity. Where there is an indication that the student has not followed directions or is inconsistent in responses, a retesting will be required.

Manuals and information are available by appointment through the Psychological Services Center for student perusal.

A professional staff member from the Psychological Services office and two faculty members in the Education Department will review the profile and make a recommendation to the Teacher Education Subcommittee on Admission regarding admission or rejection of the student based on his/her psychological

profile. Persons not achieving a satisfactory assessment on the psychological profile may request a personal interview with the Psychological Services Office. An interpretation of the results of the test will be given to the student during the interview. Other students may also examine their tests by making an appointment with the Psychological Services Center.

Appeals

Students will have an opportunity to appeal the decision of the evaluators of the proficiency tests. Appeals must be in writing and directed to Dr. Warren Corbin, Chairman, Teacher Education Committee. Appeals must be made within 10 days of official notification of the test results by practicum supervisor or the Coordinator of Admissions and Testing.

APPENDIX C

WRITING PROFICIENCY EXAMINATION

Admission to Teacher Education

NAME _____	DATE _____
	<u>Satisfactory</u> <u>Unsatisfactory</u>
Content and Structure	_____
Grammar and Mechanics	_____
Style	_____

OVERALL EVALUATION

_____ Satisfactory

_____ Unsatisfactory. Conditions:

_____ Audit English 101

_____ Enroll in Writing Lab

_____ Other: _____

COMMENTS:

APPENDIX D

Speech Proficiency Exam

Listening Test: Please answer the following true-false questions after listening to the tape.

Name _____

- _____ 1. This selection was about how the Bald Eagles became America's symbol.
- _____ 2. In the summer of 1973, fewer than 500 nesting eagles were alive.
- _____ 3. Destruction of the eagles' habitat has helped reduce the eagle population.
- _____ 4. Few of the eagles found dead have died of gunshot wounds.
- _____ 5. While it was feared that pesticides would harm eagles, recent research has shown they are not a significant cause of sterilization or death of eagles.
- _____ 6. The first words of Neil Armstrong and Buzz Aldrin upon reaching the surface of the moon were: "Tranquility Base here...The Eagle has landed."
- _____ 7. The organization studying the flight of the eagle was EPA.
- _____ 8. Eagles are fully protected by federal law.

APPENDIX E

SPEAKING ASSIGNMENT

Prepare a 2-3 minute talk in which you relate a personal experience from your past which taught you a lesson. Give special consideration to the following criteria:

1. Present your personal experience in narrative form. Simply start at the beginning and continue logically until you reach the climax of the story.
2. Give concrete information concerning the experience. Who? What? When? Where? Why?
3. Your conclusion following the personal experience should be the specific lesson you learned.
4. Do not read/memorize your speech.
5. You may use one notecard during your presentation.

A member of the speech communication faculty will listen to your message and will observe your delivery, organizational structure, grammatical construction, and projection.

Example: (condensed)

In the summer of 1973 when my son was about 10 months old, I was feeding him while he was sitting in his high chair. It was a hot summer day and he was irritable and cross. I may have been too. He would not take the spoonful of applesauce which I was putting in his mouth. I decided that perhaps some cool air in the direction of the kitchen would help. As I went to get the electric fan to place in the kitchen, I heard a terrible noise from the area where Joshua was. I ran to the kitchen, and found him on the floor. He had fallen from

his chair! I was terribly frightened and rushed to pick him up. He was crying, which I learned later was a good sign. I checked him for bumps and bruises and he seemed to be fine. But the lesson I learned from that experience was never to leave an infant unattended.

Admission to Teacher Education

Speaking:	Satisfactory	Unsatisfactory
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CONCLUSIONS

• • • • •

Satisfactory

Unsatisfactory. Conditions:

Take Speech 101

Seek Clinical Assistance

Secure Tutoring

Audit English 101

Take Theatre Arts 102

U S G O V E R N M E N T P R I N T I N G O F F I C E

40

APPENDIX G

I just can't get the ten men to put the air cleaner in the right place. The cowards work eight hours, then feel tired. Where oh where can I get men who are sure of their desire to work? Again and again my work notice has been pictured in the paper, but there are just a few pretty good men who want to toil on my soil.

Picture a large city with a population very close to two-hundred thousand. The hour is noon. Can't you imagine the many men and women on the streets. Again and again people walk--some rich, some poor, some pretty or handsome, some homely and plain. There couldn't possibly be enough hours in one day for every person to get his work done. There are some who want very much to feel that they're toiling according to a schedule. But sticking to a schedule takes strength, and many men have too little strength for the task. Some just can't seem to get started in the morning. Things bother them. These poor men need to leave their city for a length of time in order to enjoy the pure, fresh air of the country where the fields are filled with beautiful flowers.

You wished to know all about my grandfather. Well, he is nearly ninety-three years old; he dresses himself in an ancient black frock coat, usually minus several buttons; yet he still thinks as swiftly as ever. A long, flowing beard clings to his chin, giving those who observe him a pronounced feeling of the utmost respect. When he speaks, his voice is just a bit cracked and quivers a trifle. Twice each day he plays skillfully with zest upon our small organ. Except in the winter when the ooze of snow or ice prevent it, he slowly takes a short walk in the open air each day. We have often urged him to walk more and smoke less, but he always answers, "Banana Oil." Grandfather likes to be modern in language.

APPENDIX H

SPEECH PROFICIENCY EXAM

NAME _____

EVALUATION OF ARTICULATION AND PRONUNCIATION TEST:

Pass _____

Fail _____

Specific Problems

Omission of sounds _____

example: "lenth" for "length"

Substitution of sounds: _____

example: "git" for "get," "jist" for "just"

Deviation of sounds _____

example: "s" for "z"

Lisp _____

Nasality _____

Slurring of words _____

Need clinical help _____

APPENDIX I

PROFICIENCY TEST RESULTS

1979-80

*Total students taking tests

154

Students Passing Proficiency Tests

All 4 tests	52	34%
3 tests	59	38%
2 tests	23	15%
1 test	18	12%
0 tests	2	1%

Reading

Total taking test	141
Pass	113
Fail	28
Percent passing	80%

Writing

Total taking test	142
Pass	109
Fail	33
Percent passing	77%

Speech

Total taking test	127
Pass	108
Fail	19
Percent passing	85%

Psychological

Total taking test	150
Pass	129
Fail	21
Percent passing	86%

*includes applicable waivers